

**Policies and Procedures
Manual
Ocean View Elementary School**

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Library Media Center Program

Philosophy

The library exists to serve students and staff by:

- Providing adequate materials, equipment, and space.
- Assisting student and staff in meeting educational goals.
- Presenting a pleasant, welcoming well-organized environment.

The Library follows the mission statement from Information Power, 1988: “The mission of the school library program is to ensure that all students and staff are effective users of ideas and information in all formats.”

Mission Statement

Ocean View Elementary School Library will:

- Be an integrated part of the school and community.
- Collaborate with staff in curriculum planning and development to enhance student learning.
- Provide students and staff with easy access to quality resources in a variety of formats.
- Provide instruction for both students and staff.
- Encourage mastery of curriculum content.
- Encourage life-long learning skills:
 - Reading for pleasure.
 - Reflective/critical thinking.
 - Problem solving.
 - Skills to locate, evaluate, and create information using modern technology.

Library Staff

A professional school library teacher

- As indicated in the Information is Power Logo, the librarian is responsible for:
 - Learning and Teaching
 - Information Access and Delivery
 - Programming Administration
- Responsibilities with the collection include:
 - Selection
 - Acquisition
 - Circulation

Library Committee

Members of the committee include:

- Librarian, chair
- Administrator(s)
- One teacher from each grade level
- Student(s)
- Parent/community representative(s)

The committee exists to:

- Promote library programs
- Uphold policies
- Approve policies
- Assist in collection development

Volunteers

Responsibilities May Include:

- Checking in/out and shelving books
- Assisting with projects such as bulletin boards or laminating
- Maintaining library appearance
- Assist with library programming, such as book fairs, book clubs, or special events

Volunteer Procedures:

- Volunteer must sign in and out of the office and obtain a visitor's badge
- First time volunteers must fill out application form
- Volunteer must sign in at library circulation desk, including name, date, check-in time, description of tasks, and check-out time
- Volunteers respect student confidentiality

Legal Responsibility

Governing body: District Board of Education

- Legally responsible for selection and approval of all published materials used in the school district

Policy-making body: District Board of Education

- Delegates authority to professional staff at each school
- Librarian is responsible for selecting and acquiring library materials
- Library committee may review proposed purchases

Budget Description

The librarian receives budget allocations from the principal. Librarian is given discretion to use library funds as is appropriate to meet the needs of staff and students. The librarian must keep an accurate accounting of income from other sources, such as:

- Book fines
- Fines for lost or damaged books
- Book fair receipts
- PTA donations

Policies

Library Hours: 8:30am-4pm every school day, unless other arrangements are made

Students are to act responsibly in the library by:

- Restoring items to proper location following use.
- Respecting and caring for items located in and borrowed from the library.
- Behaving in ways conducive to maintaining a learning environment.

Procedures for Scheduling the Use of the Library

Class/Group Weekly Scheduled Time

At the beginning of each school year a calendar will be made, with each teacher assigned a specific day and time for class visits to the library each week.

Individual during School Hours

Student must have a signed note from the teacher indicating the student should be in the library. Student must sign in at the desk, including name, date, time of arrival, and teacher. When student leaves, student must sign out, including time of departure. Librarian signs paper from teacher saying student is going back to class at the specified time.

Appendix

1. Faculty Survey
2. Ocean View Elementary School Resources Committee
3. Thank You Letter to Committee Member
4. Volunteer Application Form
5. Registration and Record of Volunteer Hours Served
6. Weekly Schedule for Library Class Visits
7. Student Sign-in/Sign-out Form

Faculty Survey 200X (year)

One of the major objectives of the Library is to serve as a major support element for the teaching and learning process in our school. In order to better serve the needs of all teachers and students, we need your input. Please give us your opinion of how we are accomplishing the tasks in the following areas by answering these questions. If your answer is "no," we would like to know how we can improve in this area.

1. The **print** materials in the Library sufficiently support your subject area.

_____ Yes _____ No (If no, why not?)

2. The **non-print** materials (videos, etc.) in the Library sufficiently support your subject area.

_____ Yes _____ No (If no, why not?)

3. The selection of magazines and newspapers meet my needs as a teacher.

_____ Yes _____ No (If no, why not?)

4. Library staff routinely solicits input from me regarding new materials for the Library.

_____ Yes _____ No (If no, please comment.)

5. Library staff routinely informs me of new additions to the collection.

_____ Yes _____ No (If no, please comment.)

6. Adequate audio-visual equipment is available to meet my instructional needs.

_____ Yes _____ No

7. Technology sources in the Library (computers, software, online subscriptions) are sufficient to meet my needs.

_____ Yes _____ No

8. What audio-visual/technological equipment or print materials would you like to see added to our Library?

9. The procedure for scheduling classes into the Library is convenient for me.

_____ Yes _____ No (If no, why not?)

10. Library staff provides effective instruction in the use of the Library to students.

_____ Yes _____ No (If no, why not?)

11. The Library effectively supports the total school program.

_____ Yes _____ No (If no, why not?)

12. The atmosphere of the Library is conducive to learning.

_____ Yes _____ No (If no, why not?)

Additional comments:

Thank you for completing this survey. Please return to the library at your convenience.

**Ocean View Elementary
School Library Resources Committee
200X – 200X**

Library Teacher / Chair _____

Administrator(s) _____

Faculty _____

Students _____

Community Members _____

(THIS LETTER IS TO BE SENT ON SCHOOL LETTERHEAD.)

Date _____

Name and address of committee member

Dear _____:

Thank you for accepting our invitation to participate as a member of our 200_-200_ (Name of School) Library Committee.

One primary function of our Committee is to evaluate and advise on policies, procedures, uses and services offered by our school library. **[OPTIONAL:** With this goal in mind, we would like to conduct an initial meeting to be held in the Library on date at time.] Your continued contact and input beyond our meetings is valued. Please feel free to visit us at any time.

Another task of this Committee is to help evaluate books or materials that might be challenged. Though not a common occurrence, should any media materials be challenged, your review and opinion of the title(s) in question would be requested.

We are looking forward to an exciting year and hope you will assist us in establishing the kind of Library that will be an asset to the school's students, faculty, and community.

Sincerely,

School Library Teacher

Volunteer Application Form

Volunteers are a vital part of our school's library program. We greatly appreciate your time. Thank you for volunteering to assist us in making our library a valuable learning resource for our students.

Date _____

Volunteer Name _____

Address _____

Telephone (Home) _____ Work _____

When would you like to volunteer (Please circle all that apply.)

Days: Monday Tuesday Wednesday Thursday Friday

Times: _____

Number of hours per week: _____

Please indicate your areas of interest:

Registration and Record of Volunteer Hours Served

[illegible]

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Sample Weekly Schedule for Library Class Visits

Monday	Tuesday	Wednesday	Thursday	Friday
				9:20-9:50 AM Kindergarten A
				10:00-10:30 AM Kindergarten B
11:25-12:05 4 th Grade A	11:25-12:05 4 th Grade B	11:25-12:05 4 th Grade C	11:25-12:05 4 th Grade D	
12:05-12:35 Lunch	12:05-12:35 Lunch	12:05-12:35 Lunch	12:05-12:35 Lunch	11:30-12:00 Lunch
12:35-1:15 1 st Grade A	12:35-1:15 1 st Grade B	12:35-1:15 1 st Grade C	12:35-1:15 1 st Grade D	12:20-12:50 PM Kindergarten A
1:15-1:55 2 nd Grade A	1:15-1:55 2 nd Grade B	1:15-1:55 2 nd Grade C	1:15-1:55 2 nd Grade D	1:00-1:30 PM Kindergarten B
1:55-2:35 3 rd Grade A	1:55-2:35 3 rd Grade B	1:55-2:35 3 rd Grade C	1:55-2:35 3 rd Grade D	Early Out 11:15-11:45 PM Kindergarten A
2:35-3:15 5 th Grade A	2:35-3:15 5 th Grade B	2:35-3:15 5 th Grade C	2:35-3:15 5 th Grade D	Early Out 11:50-12:20 PM Kindergarten B

Circulation

Guidelines for Students

- Students are allowed to check out up to five books at a time, provided they have no overdue books and no outstanding fines.
 - Students may check out more books if needed, on an individual basis.
- Books are checked out for a two week period.
 - Reference materials are not generally checked out, but may be with special permission for overnight use and must be returned to the library the next morning, prior to the start of school.
 - Students may renew the books for an additional two-week period.
- At the circulation desk, personnel will assist with checking out of library materials by scanning students' bar-coded ID badge and the books.
- Students may use equipment in the library with special permission and staff supervision, but not check it out.

Guidelines for Staff

Length of circulation depends on needs of the faculty and availability of materials.

Guidelines for Other Schools in the District

Interlibrary Loan (ILL) within the district can be done with the following procedure:

- The librarian should check with teachers to be certain there is no need for those materials at the school during the requested loan time.
- Overdue fines will apply if materials are not returned when due.
- Borrow will be charged the purchase price of any lost or damaged material plus \$2.00 processing fee.

Overdue Books

Students will not be allowed to check out materials until overdue items are returned and fines paid.

Notices

- Overdue notices will be delivered to students on their weekly library day.
- Information on the notice will include:
 - Student Name
 - Teacher Name
 - Type of item
 - Title
 - Author
 - Due date
 - Accumulated fine due

Fines

Students are charged \$0.10 per day for an overdue item.

Lost/Damaged Materials

Student or patron will be charged the purchase price of any lost or damaged material plus \$2.00 processing fee. If lost item is found within the school year, patron may be refunded the reimbursement of the lost item, less the fine accumulated before the loss.

Cataloging

Processing and Cataloging Procedures

- Enter the price, source, date of purchase and reason for purchase in purchase spreadsheet.
- Enter date item arrives in spread sheet.
- Check accuracy of order against original purchase order.
- Contact company about missing items.
- Make sure record is downloaded or entered into Destiny program.
- For books: add bar code, security strip, and spine labels.
- For audio books, CDs, and other audio: add bar code and spine labels.

Collection

Collection Statement

Ocean View Elementary School collection will include information resources for both students and faculty. Students' education, recreation, and research needs will be considered by building a general collection that includes standard works of the past, the best current materials, and materials related to current issues. Teachers' needs for curricular support, enrichment, and professional information will also be considered. The library media specialist, who has training in evaluating instructional resources and equipment, will lead the collection development with input from others in the school community.

Intellectual Freedom

The school believes in intellectual freedom. The guidelines suggested in the following documents, found in Appendix A, will be followed when developing a collection of learning resources and equipment:

- The Library Bill of Rights from the American Library Association
- Statement of Intellectual Freedom
- Freedom to View Statement

Selection

Selection Guidelines

The school selection process will consider the following objectives:

1. To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served.
2. To provide materials that will stimulate growth in knowledge, literary appreciation, aesthetic values, and ethical standards.
3. To provide background information that will enable students to make intelligent judgments in their daily lives.
4. To provide materials on opposing sides of controversial issues so that young citizens may learn to practice critical analysis.
5. To provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.
6. To place principles above personal opinion and reason above prejudice in the selection of materials of the highest quality—to assure a comprehensive collection appropriate for the users of text and supplementary materials.
7. To provide access to a current, balanced collection of books, basic reference materials, texts, periodicals, and audiovisual materials that depict, in an accurate and unbiased way, the cultural diversity and pluralistic nature of American society.

(from Indian Prairie Community Unit School District 204, Aurora, Naperville & Bolingbrook, IL, 2006 Board Policy 645.02)

Whenever possible, the following factors should also be considered in the selection process:

1. Qualification of the author in the subject field.
2. Scope and authority of the subject matter.
3. Availability of materials on the subject.
4. Timeliness or permanence of the material.
5. Quality of writing.
6. Reputation of publisher.
7. Price.

Sources of Recommended Materials

Professional Sources: Authoritative selection sources, approved bibliographies and reviews in professional publications will be consulted regularly. Standardized lists and evaluation guidelines are used to create an adequate and balanced collection.

Basic tools for aiding in the selection of library materials include:

1. Booklist
2. School Library Journal
3. Books in Print
4. ALA and other library associations' recommendations
5. Award winning titles, such as Newbery, Caldecott, and Coretta Scott King.

School Community Recommendations: Student, teacher, staff, administration, and community recommendations of materials for purchase are welcomed, and will be given consideration within budgetary constraints.

Donations: Gift materials and donations will be evaluated on the same basis as materials purchased for the library and will be added to the collection if they fit the criteria for selection and fill a valid need. Unaccepted donations will be dealt with in a professional manner or refused.

Acquisition

Procedure

The library media specialist analyzes the current collection and budget allotment. He or she then selects materials to be purchased according to the selection criteria. The following steps are involved in the acquisition process:

1. Determine budget allotments for the current year.
2. Identify sources for wish-list items.
3. Determine which items to purchase.
4. Select a vendor.
5. Prepare purchase orders.
6. Check in orders and process materials.

Library-Related Publishers and Vendors

See Appendix B: Library-Related Publishers and Vendors for a detailed list for purchasing books, supplies, audio visuals, and databases. This list will be updated yearly.

De-selection

Rationale

Periodic weeding, discarding and replacement of worn or outdated materials, is essential to maintain a current and appealing collection.

Guidelines for Removing Books

Materials are considered for weeding if they are worn, mutilated, outdated or unused. Older materials may be retained if they are out-of-print until a suitable replacement can be found or if they are considered “classics” or listed in special bibliographies deemed necessary for libraries. The following guidelines may be considered when determining whether to remove or retain books:

1. Books of good quality and in good condition—Shelve correctly and promote use.
2. Books of good quality but in poor condition—Remove from shelves and either (1) Place in workroom for simple mending or cleaning, or (2) add to pile of books to be sent to a professional bindery for a complete job of rebinding.
3. Books of poor quality but in good condition—Check approved lists; if not included, lay aside for examination by teachers. Unless there is a positive reason for retaining book, remove it from the collection.
4. Out-of-date books—Remove from shelves.
5. Little used books—Often-times these books need only to be brought to the attention of teachers or students. Their use can be prompted by means of plastic jackets (which make them attractive), special displays, use in book talks, etc. If they meet criteria set for good books and are found on standard lists then care should be taken to re-read them and look for values that may have been overlooked. Books basic to all collections (such as the classics) can justifiably be retained in the collection, even though seldom circulated, if old and unattractive editions are replaced by new ones.
6. Information books—if they have not become too out-of-date, may not circulate because of changes in curriculum and courses being offered. If there seems a possibility that these courses will again be offered in the not too far-distant future, the books could be retained.

In general, consider discarding for any or all of the following reasons, books that are:

1. Unattractive in appearance because of yellowed paper, fine print, etc.
2. In poor physical condition as to ragged binding, torn or dirty pages, etc.
3. Seldom circulated.
4. With old copyright dates that make the books outdated in content, use or accuracy.
5. Mediocre or poor in quality. These include:
 - a. Poorly written adult books, with stereotyped characters and plots, popular when relatively few children's books were available.
 - b. "Old-fashioned" stories which are so written or illustrated that they are not appealing to children today. These may also include those with a didactic or moralizing tone, once thought to be exemplary reading for the young.
 - c. Fictionalized representations of life in this country and other countries which have contributed to the development of false and stereotyped concepts of minority groups in our country and of people in other countries.
6. Duplicated with several copies of titles no longer in heavy demand.
7. Of a subject matter or treatment not suitable for students served by the library.

8. Set of books (especially in the literature and history sections) which have gathered dust for years.
9. Superseded by new or revised editions.
10. Of passing interest at the time of publication, such as travel and biographies of persons who were known in their generation, but not likely to be of interest again.

Book Disposal Procedure

1. The worn out books will not be replaced until their value has been assessed by checking with standard book selection tools and by careful consideration of their place in the relation to the needs of students and teachers.
 - a. Special consideration to reference books. Check against reviews on the ***ALA Booklist and Subscription Books Bulletin***. Sets that are not recommended should be examined carefully with a view to discarding from the school library. Older sets that have been replaced may still have value in the classroom.
2. Weeded materials are kept for a reasonable length of time to allow input from teachers and/or students as to their usefulness, desirability, or replacement status.
3. The library teacher will request the advice of teachers in their various fields of expertise to evaluate certain materials for use in the library. Materials awaiting teacher evaluation will be tagged on the computerized circulation system until they are physically removed from the library. Tagged items will then be deleted from the computerized system, the computerized card catalog, and the shelf list.
4. All materials to be weeded are out-processed by stamping "Discard" or "Withdrawn", and by removing the barcodes. Books may then be sold, given away, or disposed of according to the district policy.

Book Replacement

Materials which are in high demand and weeded due to wear or damage will be replaced as funds allow. Older volumes will be replaced by newer volumes if newer editions are judged to be better. The purchase of the title in a paperback edition may seem feasible. Items which are no longer applicable to the curriculum or have ceased to circulate will not be replaced.

Other Materials to Consider Weeding

It is equally important to weed from the library other types of materials, in addition to books. These include:

1. **Magazines** - Do not keep magazines which are not indexed in either the Readers Guide or a similar electronic index longer than the current year. Magazines which are indexed should be kept up to five years, if space allows, and even longer for some often-used ones in school. Hard copies may be deleted if magazines are in electronic form.
2. **Non-Print Collection** - Weeding should be done periodically using the same criteria as print material. Check materials frequently to see if they need repair or cleaning.
3. **Equipment** - Equipment can quickly become poor and even obsolete. It is just as important that you maintain a strong hardware collection that will support your non-print materials as it is to withdraw books.

Reconsideration

Book or Resource Challenge Procedure

All complaints about collection holdings must be submitted in writing on forms available from the library teacher (See Appendix B for forms). If the patron or citizen refuses to complete the form and return it to the library teacher, then the concern will not be brought to the attention of the library committee and the matter will be dropped.

When a formal complaint is received, it will be reviewed by the library committee and, as soon as possible, a decision made. The decision will be formally written and signed by the members of the committee. The patron will then have the option of either meeting with the committee to discuss the decision or of receiving notification of the committee's decision by letter. The patron or citizen may appeal the decision to the district office, which will handle the request at that level.

Library Media Specialist and Committee Responsibilities

1. Thank parents for bringing in book or material and then review the policy with them.
2. Inform parents of the Evaluation and Selection of Books and Instructional Materials as a practice identified in the Information Selection Policy
3. Read and review the book.
4. Give the parent/citizen a Citizen's Request for Reconsideration of Library Materials form. This form includes information on the individual identifying if the book was read, list the issues surrounding the complaint, and then signing the form.
5. A library selection committee meets. This committee reads and reviews the book. Membership consists of principal, teacher, parents, and maybe students depending on grade level. The individual who filed the complaint is invited to attend the meeting. This committee is also proactive – members review new books and other materials that come into the library.
6. There are also cases where a book is removed from the students' collection and added to the professional collection because there may be information relevant for use in building a lesson plan or unit of instruction. This happens in certain cases with Newbery Award books.
7. Administrators and teachers are informed by the school library teacher annually of the process of evaluation and selection of materials.

Procedure for Challenged Book Fair Books

Regarding book fairs, if a parent complains about a book, the following procedure is followed:

1. The book is replaced or re-funded.
2. A letter is sent to the company who is running the book fair.

Copyright

The Federal copyright law governs the duplication, distribution, use and display or performance of all copyrighted materials, including printed matter, audiovisual materials, television programs, computer software and the Internet. Violation of the law can subject the violator to legal action by the copyright holder resulting in the levying of fines and/or compensatory damages. Nonprofit status or public ownership does not provide a haven for the law; and public schools are subject to its provisions just as are other agencies and businesses. However, there are exemptions which provide some latitude for the use of copyrighted materials for instructional purposes under the doctrine known as "fair use."

Fair Use Guidelines, established in the 1976 Copyright Act, should always be considered. The school community should consider the following Fair Use Guidelines:

1. The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
2. The nature of the copyrighted work;
3. The amount and substantiality of the portion used in relation to the copyrighted work as whole; and
4. The effect of the use upon the potential market for or value of the copyrighted work.

These exemptions, while helpful in facilitating instructions, do not apply for non-instructional purposes such as reward or motivation.

There are numerous resources that the library media specialist can consult regarding copyright issues.

Electronic Use

An Acceptable Use Policy is included in the student's agenda. Each student is required to sign the form, have their parent sign it, and return it to the school. No student will be granted computer access until the form is on file with the school technology coordinator. This signed form indicates that the student is aware of the school rules in regard to use of any computer programs on the network as well as use of the Internet. (See Appendix B for acceptable use form.)

Computers in the School Library are for research and completing school assignments and some personal use. The School Library adheres to the school district computer use policy.

Students who are researching school subjects have priority over students who are using the computers for personal use.

All computer use infractions are submitted to the administration. Students who do not follow district, school or library policies will have their computer access taken away, a letter sent home to parents indicating the infraction and appropriate administrative action taken.

Appendix A: Statements

1. Library Bill of Rights
2. Statement of Intellectual Freedom
3. Freedom to View Statement

Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

1. Books and other library resources should be provided for interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan and doctrinal disapproval.
3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
4. Libraries should cooperate with all persons and groups concerned with resisting abridgement of free expression and free access to ideas.
5. A person's right to use a library should not be denied or abridged because of origin, background or views.
6. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948. Amended June 27, 1967, January 23, 1980 and February 2, 1981, by the ALA Council.

Statement of Intellectual Freedom

The First Amendment to the Constitution of the United States is a cornerstone of our liberty, supporting our rights and responsibilities regarding free speech both written and oral.

The Association for Educational Communications and Technology believes the same protection applies also to the use of sound and image in our society.

Therefore, we affirm that:

Freedom of inquiry and access to information—regardless of the format or viewpoints of the presentation—are fundamental to the development of our society. These rights must not be denied or abridged because of age, sex, race, religion, national origin, or social or political views.

Children have the right to freedom of inquiry and access to information; responsibility for abridgement of that right is solely between an individual child and the parent(s) of that child.

The need for information and the interest, growth, and enlightenment of the user should govern the selection, and development of educational media, not the age, sex, race, nationality, politics, or religious doctrine of the author, producer or publisher.

Attempts to restrict or deprive a learner's access to information representing a variety of viewpoints must be resisted as a threat to learning in a free and democratic society. Recognizing that within a pluralistic society efforts to censor may exist, such challenges should be met calmly with proper respect for the beliefs of the challengers. Further, since attempts to censor sound and image material frequently arise out of misunderstanding of the rationale for using these formats, we shall attempt to help both user and censor to recognize the purpose and dynamics of communication in modern times regardless of the format.

The Association for Educational Communications and Technology is ready to cooperate with other persons or groups committed to resisting censorship or abridgement of free expression and free access to ideas and information.

Adopted by: ACET Board of Directors, Kansas City, April 21, 1978

Freedom to View Statement

The FREEDOM TO VIEW, along with the freedom to speak, to hear, and to read, is protected by the First Amendment to the Constitution of the United States. In a free society, there is no place for censorship of any medium of expression. Therefore, these principles are affirmed:

1. To provide the broadest access to film, video, and other audiovisual materials because they are a means for the communication of ideas. Liberty of circulation is essential to insure the constitutional guarantees of freedom of expression.
2. To protect the confidentiality of all individuals and institutions using film, video, and other audiovisual materials.
3. To provide film, video, and other audiovisual materials which represent a diversity of views and expression. Selection of a work does not constitute or imply agreement with or approval of the content.
4. To provide a diversity of viewpoints without the constraint of labeling or prejudging film, video, or other audiovisual materials on the basis of the moral, religious, or political beliefs of the producer or filmmaker or on the basis of controversial content.
5. To contest vigorously, by all lawful means, every encroachment upon the public's freedom to view.
6. This statement was originally drafted by the Freedom to View Committee of the American Film and Video Association (formerly the Educational Film Library Association) and was adopted by the AFVA Board of Directors in February 1979. This statement was updated and approved by the AFVA Board of Directors in 1989.
7. Endorsed by the ALA Council January 10, 1990.

American Library Association: August 2005

Appendix B: Lists & Forms

1. Library Related Publishers and Vendors (Updated Yearly)
2. Reconsideration of Materials Forms
 - a. Citizen's Request for Reconsideration of Library materials
 - b. Acknowledgement of Completed Complaint Request to Complaint
 - c. Checklist for the Ocean View Elementary School Library Resources Committee
 - d. Notice to Ocean View Elementary School Library Resources Committee Members/Challenged Material
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American Library Association
Baker & Taylor
Bluford (high interest/low level)
Facts on File
Follett (Spanish and bilingual titles available)
Gale Publications/U*X*L
Grolier
Greenwood Press
Gumdrop Books
Libraries Unlimited
Marshall Cavandish
Neal-Schuman Publishers
Orca (high interest/low level)
Perfection Learning (high interest/low level)
Rosen Publishing (Spanish and bilingual titles available)
Scholastic, Inc. (Spanish and bilingual titles available)
Thorndike
World Almanac

Supplies

American Library Association
Brodart
Demco
Highsmith

Audio-Visuals

Listening Library
Recorded Books

Databases

Facts on File
Gale
Proquest
SIRS, Inc.
World Book

(Indian Prairie Community Unit School District 204, Aurora, Naperville & Bolingbrook, IL, 2006 Pg. 36)

Reconsideration of Materials Forms

Citizen's Request for Reconsideration of Library Materials
(Please attach extra pages if needed to complete the statements.)

Author, composer, producer, artist, etc. _____

Title _____

Publisher (if known) _____

Request initiated by: Name _____

Phone Number _____ Address _____

Complainant represents Self; other (please list) _____

1. To what in the work do you object? Please be specific, cite exact parts.

2. What of value is there in this work?

3. What do you feel might be the result of using this material?

4. For what age group would you recommend this work? _____

5. Did you read, view, or listen to the entire work? If not, what pages or section?

6. Are you aware of the judgment of this work by critics? _____

7. Are you aware of the teacher's purpose in using this work? _____

8. What do you believe is the theme or purpose of this work?

9. What do you prefer the school to do about this work?

_____ Do not assign or recommend it to my child.

_____ Withdraw it from all students

_____ Send it back to the proper department or grade level for re-evaluation

10. In its place, what work of equal value would you recommend that would convey as valuable a picture and perspective of a society or set of values?

Signature of Complainant _____

Date _____

(THIS LETTER IS TO BE SENT ON SCHOOL LETTERHEAD.)

Acknowledgement of Completed Complaint Request to Complainant

Date _____

Name and address of complainant

Dear (Complainant):

I have received your completed Request for Reconsideration of School Materials form for the item entitled, _____. We will now convene the School Library Resources Committee.

Each Committee member will review the material in its entirety. The principal will then report the Committee's decision to you in writing within 30 calendar days.

If you have any further questions, please contact me at phone number _____.

Sincerely,

School Library Teacher

Checklist for the Ocean View Elementary School Library Resources Committee

Title _____

Author _____

Source of material (Use for Internet or on-line materials.) _____

A. PURPOSE

1. What is the overall purpose of the material?

2. Is the purpose accomplished?

_____ Yes _____ No

B. AUTHENTICITY

1. Is the information authored or otherwise sourced?

2. What is the reputation and significance of the author and publisher/producer in the field?

3. Is the material up-to-date?

_____ Yes _____ No

4. Are information sources well documented?

_____ Yes _____ No

5. Are translations and retelling faithful to the original?

_____ Yes _____ No

C. APPROPRIATENESS

1. Does the material promote the educational goals and objectives of the curriculum?

_____ Yes _____ No

2. Is it appropriate to the level of instruction intended?

_____ Yes _____ No

3. Are the illustrations appropriate to the subject and age levels?

_____ Yes _____ No

D. CONTENT

1. Is the content of this material well presented by providing adequate scope, range, depth and continuity?

_____ Yes _____ No

2. Does this material present information not otherwise available?

_____ Yes _____ No

3. Does this material give a new dimension or direction to its subject?

_____ Yes _____ No

4. Does the material give a realistic picture of life as it is now?

_____ Yes _____ No

5. Is factual information part of the story and is it presented accurately?

_____ Yes _____ No

6. Are concepts presented appropriate to the ability and maturity of the potential reader?

_____ Yes _____ No

7. Do characters speak in a language true to the period and section of the country in which they live?

_____ Yes _____ No

8. Is there a preoccupation with sex, violence, cruelty, brutality, and aberrant behavior that would make this material inappropriate for children?

_____ Yes _____ No

9. If there is use of offensive language, it is appropriate to the purpose of the text for children?

_____ Yes _____ No

10. If there are graphics or photographic reproductions, are they appropriate to the purpose of the text for children?

_____ Yes _____ No

11. Does the material give a broader understanding of human behavior without stressing differences of class, race, color, sex, education, religion or philosophy in any adverse way?

_____ Yes _____ No

12. Is the material well written or produced?

_____ Yes _____ No

13. Does the material make a significant contribution to the history of literature or ideas?

_____ Yes _____ No

(THIS LETTER IS TO BE SENT ON SCHOOL LETTERHEAD.)

Notice to Ocean View Elementary School Library Resources Committee Members
Challenged Material

Date _____

Name and address of Committee member

Dear _____:

The material entitled _____, at _____ (school name)_____ has been challenged.

The School District's Selection Policy directs me to convene the School Library Resources Committee to review the challenged material. The first meeting will be held on _____ (date)_____ at _____ (time)_____ in the _____ (location)_____.

As a Committee member, you will need to review the material in its entirety before our final meeting and complete the attached checklist. I have enclosed a copy of the School District's Selection Policy to assist you.

Thank you for serving on this vital Committee.

Sincerely,

Ocean View School Library Teacher

(THIS LETTER TO BE SENT ON SCHOOL LETTERHEAD.)

Letter to Complainant after Decision by Committee

(To accompany copy of Final Report)

Date: _____

Name and address of complainant

Dear _____:

The School Library Resources Committee has reviewed the material which you challenged on _____ (date) _____, titled: _____.

After careful consideration and discussion, the Committee has reached a decision. A copy of the report is enclosed. We appreciate your right as a parent to restrict or question any material your child reads, listens to, or views.

It is never the intention of the school system to provide students with learning experiences or activities which are in conflict with the values of their parents. For this reason we encourage your child to choose other materials from our selection. Thank you for your involvement. It is through a cooperative effort between the school and the parent that the most effective learning conditions can be obtained.

Sincerely,

Principal

(THIS REPORT TO BE SENT ON SCHOOL LETTERHEAD.)

Final Report of School Library Resources Committee

Date:

To: _____, Principal

From: _____, Library Teacher/Chairperson

Title of challenged material:

Date request for Reconsideration Form received:

Date of Committee meeting:

Final Decision of the Committee:

Rationale:

Committee Members present:

Member	Position

(THIS LETTER IS TO BE SENT ON SCHOOL LETTERHEAD.)

Acknowledgement of Completed Complaint Request to Complainant

Date _____

Name and address of complainant

Dear (Complainant):

I have received your completed Request for Reconsideration of School Materials form for the item entitled, _____. We will now convene the School Library Resources Committee.

Each Committee member will review the material in its entirety. The principal will then report the Committee's decision to you in writing within 30 calendar days.

If you have any further questions, please contact me at phone number _____.

Sincerely,

School Library Teacher

Electronic Acceptable Use Policy

The school district is committed to providing access to technology and related resources that provide the most effective education services possible. Some of these resources are the Computer/Internet services. Included in these services are the use of computer hardware, networks, email, and access to the Internet.

With access to people and computers around the world comes the availability of materials that may not be considered to be of educational value in the context of the school setting. The school district and the State Education Network have taken available precautions to restrict access to objectionable materials. However, on a global network it is impossible to control all available material and a user may discover controversial or inappropriate information. We strongly believe that the valuable information and interaction available on the Internet far outweigh the possibility that users may obtain objectionable material.

To ensure the best educational experience when using the school district provided Computer/Internet services, the staff of the school district will follow the following specific uniform practices and guidelines:

Etiquette and Guidelines

- Never share password information.
- Do not reveal personal information about yourself or others.
- All network communication must be courteous and free from inappropriate language.
- Electronic mail is not private. The school district cautions users that computer network communications should never be considered private and are subject to monitoring by district, local, state, and federal agencies.
- Use of other organizations' networks or computing resources must comply with rules appropriate to that network.
- If you are unsure about whether an action is appropriate, ask your immediate supervisor or the system administrator.

Users must NOT

- Attempt to tamper with other people's data or to gain unauthorized access to data on the network.
- Use the Network/Internet for commercial use. Product advertisement, or political lobbying activities.
- Use computer networks to support illegal activities, as defined by local, state or federal law.
- Use computer networks or connections for obscene purposes such as the receipt, storage, or distribution of profanity or other offensive language and sexually explicit materials including nudity and other graphic or textual depictions of sexually explicit activities.
- Use email services to harass, intimidate or otherwise annoy another person, e.g., broadcasting unsolicited messages or sending mail after being told it is unwanted.
- Attempt to harm or destroy data or equipment provided by the district or any entity connected to it. This includes, but is not limited to knowingly uploading, downloading, or creating computer viruses.

Computer/Internet services in the school district are a privilege, not a right. Violating any of the guidelines or prohibitions previously listed can result in:

- Restricted network access
- Losing all network access privileges
- Disciplinary or legal action including, but not limited to: loss of employment criminal prosecution under appropriate local, state, and federal laws

An administrator or supervisor has the right to request that a user's account be revoked, or suspended.

The school district makes no warranties of any kind whether expressed or implied, for the services it is providing. The school district will not be responsible for any damages suffered while on this system. These damages include, but are not limited to, loss of data as a result of delays, non-deliveries, mistaken-deliveries, or service interruptions caused by the system or user errors or omissions. Use of any information obtained via the information system is the user's risk. The school district specifically denies any responsibility for the accuracy of information obtained through electronic information resources.

Special Programming

Author Visits

Schools within the same level pool resources and choose a common date to make a guest visit more affordable. An author visit via Skype may be free, or at least less expensive.

Book Clubs

A school book club will meet the first Wednesday of each month. Students will discuss a specific book of a certain genre. Each month's discussion will center on a different genre.

Book Fairs

The school will have two book fairs each year. The PTA will provide volunteers to staff the fair. The fair will run in conjunction with parent teacher conferences. The proceeds of the book fair will benefit the library.

Reading Incentive Programs

The library will support the school-wide reading incentive program.

Special Events

The library will host activity days in conjunction with curriculum units and to promote reading. Ideas include:

- [Beach, Sports, Reading] Day

The library will celebrate nationally recognized literary days/weeks/months, such as:

- Digital Learning Day
- Teen Read Week
- Children's Book Week
- National Library Week
- School Library Media Month

Works Cited

Works Cited

Cache County School District Acceptable Use Policy:
<http://www.ccsdut.org/policies.cfm?pid=113&searchwords>

Indiana Prairie Community Unit School District 204:
http://clow.ipisd.org/documents/lmc_manual_revisions/LMC_Procedure_Manual.pdf

Larry A. Ryle Library Policy Manual:
<http://www.ryle.boone.k12.ky.us/library/>

Mountainside Elementary School Policies and Procedures Manual
JaDene Denniston (posted on Canvas)

American Library Association:
<http://www.ala.org/ala/oif/statementspols/ftvstatement/freedomviewstatement.htm>